



EVALUATION OF FRIENDLY ENVIRONMENTAL MADRASA PROGRAM IN MTS NEGERI 2 MEDAN

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Abstract: Law of the Republic of Indonesia No. 32 of 2009 concerning Environmental Protection and Management explains that: The environment is a unity of space with all objects, power, conditions, and living things, including humans and their behavior, which affect nature itself, the survival of life, and the well-being of humans and other living creatures . A good and healthy environment is a human right and constitutional right for every Indonesian citizen. Therefore, the government and the community are obliged to carry out environmental protection and management. However, in reality, at this time there has been a setback in the quality of the environment. According to the results of a 2013 survey conducted by the Ministry of Environment in collaboration with the Center for Policy and Population Studies at Gadjah Mada University, the index of community behavior towards the environment is still low. The low level of environmental awareness is influenced by several factors, such as education, age, number of household members, environmental knowledge, attitudes to the environment, and marital status (Java Ecoregion Management Center of the Ministry of the Environment).

Keyword: Evaluation, Friendly Environment, Madrasa.

INTRODUCTION

One of the factors which influences the low behavior of the community towards the environment is the lack of environmental education. Education is one of the important aspects in environmental protection and management which is expected to be a controlling factor in preventing environmental damage. Environmental protection and management using education channels has a strategic position considering the environment and education are two inseparable things. Madrasa as an educational environment and education about the environment is very influential in providing a direct role in fostering the love of students to participate in managing and protecting the environment.

In almost all countries efforts to encourage people to start environmentally friendly lifestyles have been made by including education about the environment in the teaching and learning process in Madrasas. This is done so that students get knowledge in the

environmental field, in addition students can practice an environmentally friendly lifestyle both in Madrasas and the community.¹

In Indonesia, efforts to protect and manage the environment through education have been carried out. The government has developed a national policy system, namely Environmental Education (PLH). Initially the implementation of Environmental Education in Indonesia was carried out by the Jakarta Teachers Training Institute (IKIP) in 1975. In 1977/78 the pilot outlines of the Environmental Teaching Program were trialled at 15 Jakarta Basic Madrasas. Then in 1979 under coordination The Office of the State Minister for Development and Environmental Supervision was formed by the Center for Environmental Studies (PSL) in various universities both public and private, where education on Environmental Impact Analysis (AMDAL began to be developed). From 1989/1990 to 2007, the Directorate General of Elementary Education of the Ministry of National Education, through the Population and Environmental Education Project (PKLH) implemented the Population and Environmental Education program, while the Environmental Cultured Madrasas (SBL) began to be developed in 2003.

Efforts to protect and manage the environment must be instilled early in the educational environment. Since childhood, students must be introduced to environmental education. At the level of primary and secondary education (general and vocational secondary), the delivery of subjects on issues of population and the environment is integrally outlined in the 1984 curriculum system by incorporating population and environmental issues into almost all subjects.

The purpose of environmental education from an early age is not just to study environmental problems, but must be able to encourage students to have attitudes and behaviors that care for the environment. In addition, planting of environmental education early on is able to shape the behavior, values and habits of students to respect the environment.²

But until now not all student behavior in Madrasas shows concern for the environment. One of the bad behaviors in Madrasas is caused by the lack of successful implementation of Environmental Education in Madrasas. The goal of Environmental Education (PLH) in Indonesia was not what was expected. In 1977 the Indonesian Institute of Sciences (LIPI) formed a National Education Team consisting of a Team for Formal

¹ Tayibnasis and Farida Yusuf, *Evaluasi Prigram dan Istrumen Evaluasi untuk Program Pendidikan dan Penelitian*. (Jakarta: Rineka Cipta, 2008), p. 30.

² Sudjana, Djudju, *Evaluasi Program Pendidikan Luar Madrasah*. (Bandung: Remaja Rosdakarya, 2006), p. 76.

Education (Prof. Dr. Soedjiran Resosudarmo) and a Team for Non-Formal Education (Dr. Setiati Sastrapraja). In 1982 a trial was carried out on 15 elementary schools, both public and private Madrasas, and the Implementation of the Environmental Education Program through a pilot project in elementary, junior and senior high schools. However, the trial failed because it has not been able to reach all teachers, the lack of books for teachers and students as well as the assessment of the development of affective domains is not yet part of the evaluation system of education outcomes in Madrasas.

Environmentally friendly education is a real human effort that is organized and planned in saving the environment. Environmentally friendly education is very important to be applied and taught in the Madrasa environment with the aim that students will become human beings who care about nature and the environment. Application of environmentally friendly education in Madrasas will create Madrasas that are environmentally friendly. Environmentally friendly madrasas will create the behavior of Madrasas who care about nature and the environment.³

One of the madrassas that has implemented an environmentally friendly Madrasa program is MTs Negeri 2 Medan. The environmentally friendly Madrasa program is held by the Department of Education as one of the environmentally friendly Madrasas. The appointment was made based on the conditions and potential of Madrasas that meet the criteria to be used as one of the environmentally friendly Madrasas in Deli Serdang Regency. In addition Madrasas support the Office of Education's policy to create Madrasas that are environmentally sound. Based on the appointment, the Madrasa has an awareness that Madrasa has an important role in protecting and protecting the environment, besides the environmentally friendly Madrasa program is a solution that Madrasah has to overcome environmental problems. But until now the environmentally friendly Madrasah program in MTs Negeri 2 Medan has not been well informed to the public.

MTs Negeri 2 Medan is a Madrasa located in Medan, Jl. Pancing (now Jl. Williem Iskandar). MTs Negeri 2 Medan has a vision of realizing MTsN 2 Medan that is Populist, Islamic, Quality, and Insightful. Based on this vision, Madrasas hope that MTs Negeri 2 Medan students not only have intellectual intelligence, but are able to become intelligent people who have good morals, and care for the environment, both the social environment and nature.

³ Rusydi Ananda and Tien Rafida, *Pengantar Evaluasi Program Pendidikan*, (Medan: Perdana Publishing, 2017), p. 42.

THE CRITICAL REVIEW

Program Evaluation

Evaluation Derived from the word "evaluation" (English), the word is absorbed into the treasury in Indonesian with the aim of maintaining the original word by adjusting Indonesian pronunciation.

According to Tyler in Tayibnapis, evaluation is a process that determines the extent to which educational goals can be achieved. Stufflebeam states that the formulation of educational evaluation is as follows: "Educational evaluation is the process of delineating, obtaining and providing useful information for judging decision alternatives". According to this formula education evaluation is a process of describing, gathering and presenting information that is useful for determining alternative decisions.

So it can be concluded that the evaluation is an activity to collect information about the workings of something, which then information is used to determine the right alternative in making decisions.

The program according to Ahuja states that a program is an organized set of activities designed to produce results or sets of results that will have an impact on a specific problem or need. In other words the program is a number of activities that are designed in an organized manner to create a set of results that will have an impact on the resolution of specific problems or the fulfillment of the needs needed.⁴

Thus, program evaluation is an assistance service to program implementers to provide input for decision making about the sustainability of the program. Therefore, the program evaluator must understand the ins and outs of the program being assessed.

Program evaluation aims to determine the achievement of program objectives that have been implemented. Furthermore, the results of the program evaluation are used as a basis for carrying out follow-up activities or for making subsequent decisions. Evaluation is synonymous with supervision. Evaluation / supervision activities are intended to make decisions or follow up on programs that have been implemented. The benefits of program evaluation can be in the form of terminating the program, revising the program, continuing the program, and disseminating the program.

Environment

According to the Law of the Republic of Indonesia No. 23 of 1997, the environment is a unity of space with all objects, power, conditions, and living things, including humans

⁴ A. Muri Yusuf, *Asesmen dan Evaluasi Pendidikan*. (Jakarta: Kencana, 2015), p. 59.

and their behavior, which affect nature itself, the survival of life, and the well-being of humans and other living creatures.

The environmental elements basically consist of three types, as follows: a). The physical environment is everything around humans in the form of inanimate objects, such as lakes, winds, rivers, soil, mountains and rocks, a). The biological environment is everything that exists around humans in the form of living organisms outside of humans themselves (animals and plants), c). The social environment is everything that concerns human behavior, for example attitudes, psychology, tolerance, mutual cooperation and human education, for example attitudes, psychology, tolerance, mutual cooperation and education.⁵

Meanwhile, according to Chiras, the environment is: The word environmental refers broadly to everything around us: the water, the water, and land as well as the plants, animals, and microorganisms that inhabit them. The environment relates to everything around us, namely air, water, soil, plants, animals and microorganisms that inhabit it.

1. Environmental Education

Mustofa argued that environmental education is an educational program aimed at fostering students to have rational understanding, awareness, attitudes, and behaviors that are responsible for nature and the implementation of sustainable development.

Bakshi and Naveh, said environmental education is a new philosophy of teaching. Environmental Education is a picture of the knowledge and attitudes of students to appreciate and understand the concept of ecosystems.⁶

According to Pratomo, humans and the environment are interrelated and inseparable parts. Environmental Education is an educational program that aims to foster students' order has a rational understanding, awareness, attitude and behavior and can be responsible for the mutual influence between people and the environment in various aspects of human life.

Meanwhile, according to Braus & Wood, explaining Environmental Education as follows: Environmental education is a process aimed at developing a world population that is aware of, and concerned about, the total environment and its associated problems, and which has the knowledge, attitudes, skills, motivation, and commitment to work

⁵ Rifki Afandi, "Integrasi Pendidikan Lingkungan Hidup melalui Pembelajaran IPS di Sekolah Dasar sebagai Alternatif Menciptakan Sekolah Hijau." *Jurnal. Universitas Muhammadiyah Sidoarjo*, 2013, p. 51.

⁶Theresia Melania Sudarwati. "Implementasi Kebijakan Pendidikan Lingkungan Hidup Sekolah Menengah Atas Negeri 11 Semarang Menuju Sekolah Adiwiyata." *Tesis. Universitas Diponegoro Semarang*. Diakses melalui <http://eprints.undip.ac.id/> Pada tanggal 18 Juni 2019, Jam 14.00 WIB. p 12.

individually and collectively toward solutions of current problems and the prevention of new ones.

Environmental education is developed to provide guidance so that the world community is aware of, and pay attention to, the environmental order and its problems so that the community has the knowledge, attitudes, skills, motivation, and ability to work individually and collectively towards solutions in solving current problems and prevention in the future. come.

Types of Educational Environments

As stated by education experts in several educational literatures, the educational environment can be classified into three types of categories, including:

First, the family environment as the smallest unit of a society is very important in fostering the nation's society. If each family lives peacefully and happily, then naturally the community consisting of happy families will be safe and secure. In each family, women have the two most important functions in moral formation, namely as a wife and mother.

Second, the Madrasa environment is held as a continuation of the household environment. In this Madrasa environment, the task of education is left to the teacher, mu'alim or ulama. In Madrasa a child gets various information about science and skills needed in his life. Islam strongly emphasizes that everyone who has knowledge must practice their knowledge. In Islam, knowledge is a mandate from Allah Subhanahu Wata'ala which must be accounted for. Knowledge taught to others means that trust is carried out well.

Third, the community environment, in essence is a collection of families that are bound to one another by values or rules, both written and unwritten. In this society there are various opportunities for humans to gain various empirical experiences that will be useful for their lives in the future.

RESEARCH METHODOLOGY

According to Strauss and Corbin, qualitative research is a type of research in which the discovery procedure carried out does not use statistical or quantification procedures. In this case qualitative research is research on a person's life, story, behavior, and also about organizational functions, social movements or reciprocal relationships.⁷

The research method used in this research is the case study method. Case Study (Case Study) is a study conducted in incentives, detailed and in-depth of a particular

⁷ Masganti Sitorus, *Metodologi Penelitian Pendidikan Islam*. (Medan: IAIN PRESS, 2011), p. 17

organization, institution or phenomenon. According to Nasution, a case study (Case Study) is a form of research that can be carried out on an individual, group of individuals, groups of people (teachers, tribes), human environment (villages), or social institutions.⁸

This research was conducted to understand and provide an overview of the contents of the data available in the Evaluation of the Environmentally Friendly Madrasa Program in State MTs 2. Qualitative research can be used to view data through in-depth observations of the focus of research, interacting with implementers in the field so as to obtain information from informants.

RESEARCH RESULTS AND DISCUSSION

Implementation of Environmentally Friendly Madrasa Program in Mts Negeri 2 Medan

a). Communication in implementing environmentally friendly madrasa programs.

Meetings are held routinely with the agenda to discuss the application of environmentally friendly madrasa programs, obstacles and solutions to the running of the program. In addition, the socialization of the environmentally friendly madrasa program is carried out so that madrasa residents know the contents and objectives of the environmentally friendly madrasa program. The program was carried out in various ways, namely through the installation of vision and mission boards and during ceremonies and madrasa activities.

The teacher provides information on environmentally friendly madrasa programs through Madrasah Ceremony. The aim of the program socialization is for students to be able to maintain and protect the environment both in the madrasa environment and the environment in which they live. In addition to the ceremony, the program socialization was carried out through activities organized by madrasahs and outside parties.

b). Resources in implementing environmentally friendly madrasa programs

Resources is one of the important variables in the implementation of environmentally friendly madrasa programs in Mts Negeri 2 Medan. These resources can be in the form of human resources, financial resources and infrastructure. The training on the environment that teachers participate in can improve the competence and expertise of teachers. This is proven by the appointment of several teachers as national environmental facilitators. In addition, the existence of madrasa collaboration with external parties on the

⁸ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*. (Jakarta: Rineka Cipta., 2013), p. 85.

environment can improve the knowledge and expertise of madrasa residents in protecting the environment so that the objectives of the madrasa environmentally friendly program can be achieved.

Funds are one of the resources owned by madrasas. Madrasas have funding sources that are devoted to running environmentally friendly madrasa programs, these funds originate from madrasas and from outside madrasas. Funds are used to develop programs, develop program activities, and develop and manage environmentally friendly facilities and infrastructure. The funds that madrasas have and madrasas are obtained from outside are used as much as possible, this is evident from the facilities and infrastructure that madrasas have to support environmentally friendly madrasa programs

Supporting and inhibiting factors in the implementation of environmentally friendly Madrasa Program in Mts Negeri 2 Medan

1. Supporting factors

The following researchers describe the internal factors and external factors that support the implementation of environmentally friendly madrasa programs.

a. Internal factors

1) Complete Madrasah Facilities and Infrastructure

The existence of complete madrasa facilities and infrastructure is one of the factors supporting the implementation of environmentally friendly madrasa programs in Mts Negeri 2 Medan.

With the complete madrasah facilities and infrastructure, students are comfortable and comfortable in the madrasa environment. Teachers and students can use the facilities and infrastructure that madrasas provide to support the teaching and learning process in madrasas.

Facilities and infrastructure that madrasas have in the form of extensive madrasa parks are equipped with gazebos, wifi, sinks, trash cans, composters, fish ponds, bird cages, mading and so on so as to make madrasa residents feel comfortable in the area of madrasah.

2) Madrasa Participation in Daily Behavior

In addition to the facilities and infrastructure of complete madrasa facilities, another internal factor that determines the success of the environmentally friendly madrasa program is the participation of all madrasa residents in daily behavior. Madrasa residents, both madrasa principals, teachers, employees and students, participated in the

implementation of an environmentally friendly madrasa program. The role of madrasa residents is shown from the support given by madrasa residents to the environmentally friendly madrasa program. Madrasa residents realize that the program must have full support so that the objectives of the environmentally friendly madrasa program can be achieved.

b. External factors

1) Training from Outside Madrasas on the Environment

Training on the environment provided from outside the madrasa becomes one of the external factors in the success of the environmentally friendly madrasa program. One of the training that madrasas receive from outsiders is the training provided by the Environment Agency (BLH). Training from outside the madrasa is very helpful in improving the quality of madrasah resources, especially teachers, it is able to improve the competence and expertise of teachers in the environmental field, then competent teachers can provide knowledge to citizens.

2) Funds and Assistance Facilities and Infrastructure Madrasah

Funds are one of the supporting factors in implementing environmentally friendly madrasa programs. Funds are used to develop programs, develop program activities, and develop and manage environmentally friendly facilities and infrastructure.

CONCLUSION

Based on the results of the study, several conclusions can be drawn regarding the implementation of the environmentally friendly madrasa program in Mts Negeri 2 Medan in the following description:

1. The environmentally friendly madrasa program in Mts Negeri 2 Medan starts from the appointment by the education office by looking at the potential madrasas have, then the madrasa has the awareness to protect and manage the environment, it is stated in the vision and misi madrasah.
2. Development of an environmentally friendly madrasa program developed through madrasa vision and mission, madrasa curriculum, program socialization, learning resources, madrasa collaboration, the role of madrasa residents, madrasah and student achievements, madrasah regulations, and Islamic organizations.
3. The development of environmentally friendly madrasa program activities is developed through activities organized by madrasahs, activities that madrasahs follow with outsiders as organizers, as well as madrasa efforts in implementing environmentally friendly madrasa programs.

4. Development and management of environmentally friendly supporting infrastructure is developed through the provision of infrastructure facilities to overcome environmental problems in the area including clean water and the provision of separate waste bins and composters. Provision of infrastructure to support environmental learning in madrasas including composting, water use and treatment, forests / parks / madrasa gardens, green houses, toga, fish ponds and biopores. Maintaining environmentally friendly madrasah facilities and infrastructure, including spaces that have natural air lighting and ventilation, tree maintenance and management, as well as the selection of the use of paving blocks in madrasa land. Utilize electricity, water and ATK through savings and appeal boards and improve the quality of health and environmentally friendly canteen services.

Evaluation of the environmentally friendly madrasa program is carried out through regular meetings, as well as meetings held every week, quarterly, semester and yearly. The meeting was held to find out how to implement the environmentally friendly madrasa program.

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